LEARNING ENGLISH SPEAKING AS EFL
TROUGH IMPLEMENTING THE DEMONSTRATION DIALOGUE
AT SEVENTH GRADE IN SMP ISLAM ANNUR JEMBER

THESIS

By:

Rofiqul Imdad
NIM: T20186151

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2025

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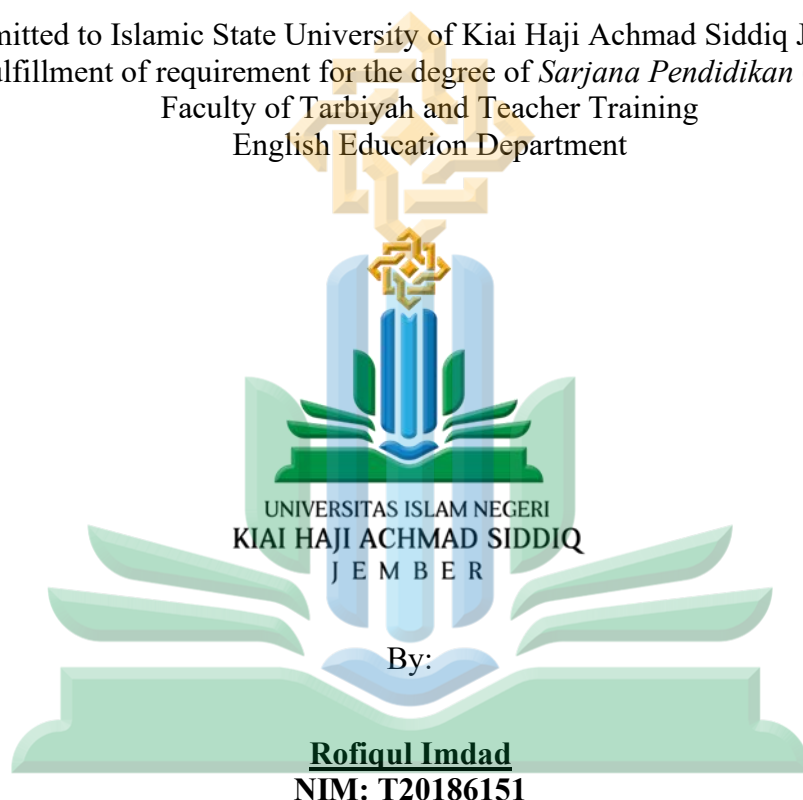# AT SEVENTH GRADE IN SMP ISLAM ANNUR JEMBER

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember to
fulfillment of requirement for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

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Had been approved by Advisor

Dr. Suparwoto Sapto Wahono, M.Pd.
NIP: 197406092007011020

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THESIS

Has been examined and approved as the requirement to
obtain bachelor degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Monday

Date : June 30th, 2025

The Board of Examiners

Chairman   Secretary

Dr. Indah Wahyuni, M.Pd.   AS'ARI, M.Pd.I
NIP.198003062011012009   NIP. 197609152005011004

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1. Prof. H. Moch. Imam Machfudi, S.S., M.Pd. Ph. D   (   )

2. Dr. Suparwoto Sapto Wahono M.Pd   (   )

Approved by
Dean of faculty of Tarbiyah and Teacher Training
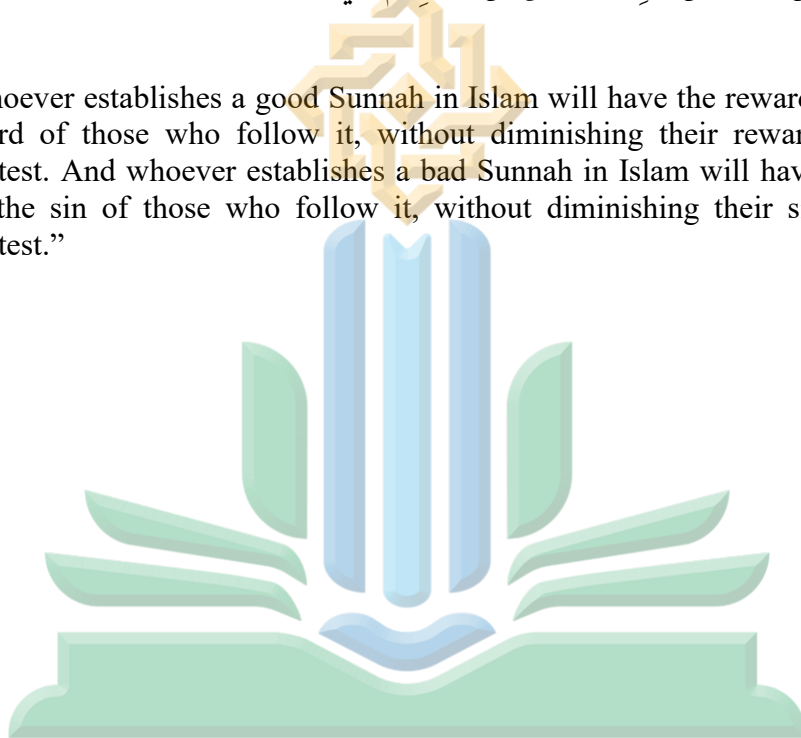UIN Kiai Haji Achmad Siddiq Jember

Dr. H. Abdul Mu'is, S. Ag. M. Si
NIP. 197304242000031005

MOTTO

مَنْ سَنَّ فِي الْإِسْلَامِ سُنَّةً حَسَنَةً، فَلَهُ أَجْرُهَا، وَأَجْرُ مَنْ عَمِلَ بِهَا بَعْدَهُ، مِنْ غَيْرِ أَنْ

يَنْقُصَ مِنْ أُجُورِهِمْ شَيْءٌ، وَمَنْ سَنَّ فِي الْإِسْلَامِ سُنَّةً سَيِّئَةً، كَانَ عَلَيْهِ وِزْرُهَا وَوِزْرُ مَنْ

عَمِلَ بِهَا مِنْ بَعْدِهِ، مِنْ غَيْرِ أَنْ يَنْقُصَ مِنْ أَوْزَارِهِمْ شَيْءٌ[1]

"Whoever establishes a good Sunnah in Islam will have the reward and the reward of those who follow it, without diminishing their reward in the slightest. And whoever establishes a bad Sunnah in Islam will have the sin and the sin of those who follow it, without diminishing their sin in the slightest."

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[1] https://islam.nu.or.id/ilmu-hadits/makna-sunnah-hasanah-dan-sunnah-sayyi-ah-dalam-sabda-rasulullah-5l3VC

DEDICATION

Bissmillahirrohmanirrohim, as researcher, I dedicate this thesis to:

1. My beloved Father and Mother, I dedicate this thesis as a token of my endless and immeasurable gratitude, who always pray for me and serve as my support system in life.

2. My beloved Old brother, Muhammad Asrofi and His Wife Nur Robiatul Adawiyah who help me and give me motivation.

3. My beloved big family who always give support, attention, and Prayer of me.

4. Last but not least, thanks for my self to do great things and stay alive.
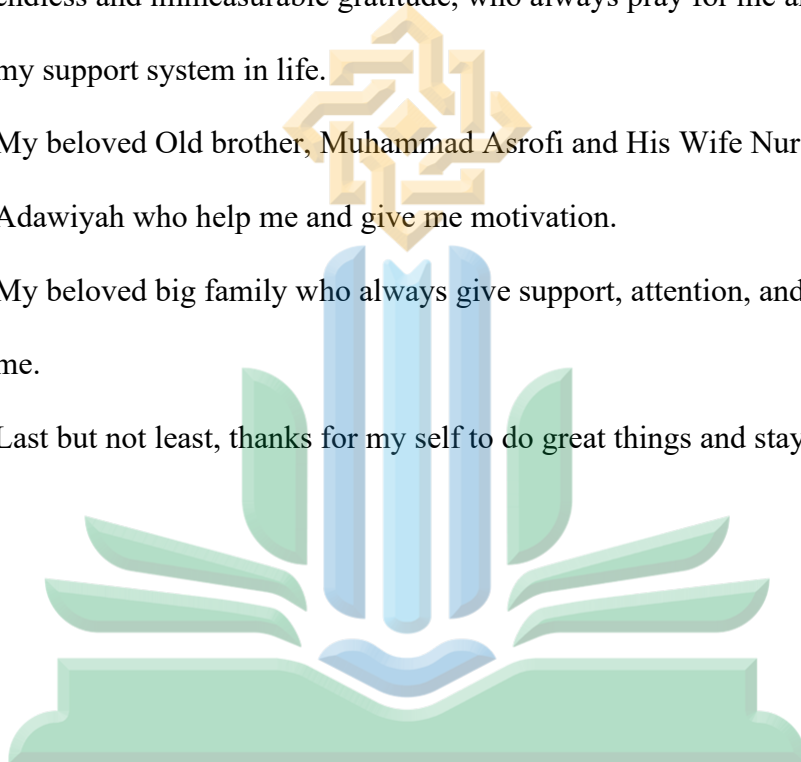
ACKNOWLEDGEMENT

There are no words more beautiful than praise and gratitude to Allah SWT, whose grace, guidance, and blessings have enabled the author to carry out and complete the preparation of the thesis titled "Learning Speaking Through Implementing The Demonstration Dialogue At Seventh Grade In SMP Islam ANNUR Jember," which is one of the requirements to complete the study for obtaining a bachelor's degree in education at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Kiai Haji Acmad Siddiq Jember.

Salawat Ma'assalam, may it continue to be bestowed upon our great leader, the Prophet Muhammad SAW, who has guided us from the era of ignorance to the era of enlightenment, which is the religion of Islam.

The author realizes that there are still many mistakes and shortcomings in the preparation of this thesis. The author hopes that this thesis can be beneficial for future authors and others. In this writing, the author has gained many lessons and motivational support, and the author expresses thousands of thanks to friends, relatives, and family who have helped both directly and indirectly, so that the preparation of this thesis can be completed well.

I would like to express my heartfelt gratitude to the person I hold in high esteem. On this occasion, I extend my deepest thanks to:

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5. Dr. Suparwoto Sapto Wahono, M.Pd as my advisor who always helped and motivated me to finish this thesis.

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8. To my fellow comrades at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Kiai Haji Acmad Siddiq Jember, thank you for your support and enthusiasm in the preparation of this thesis.

May Allah SWT reward all the kindnees of the people who helped me to finish this thesis.

Jember, 19 Mei 2025

Rofiqul Imdad
NIM: T20186151

ABSTRACT

Rofiqul Imdad, 2025 : *Learning English Speaking As EFL Trough Implementing The Demonstration Dialogue At Seventh Grade In SMP Islam ANNUR Jember.*
Kata Kunci *: Speaking, Demonstration Dialogue*

This research has a background as one of the problem-solving methods in speaking, which serves as a way to help students and innovate in learning, as well as the application of English as EFL in the research location that prioritizes the learning of *the Turast* book. With this research, it is hoped that it can help.

The focus of the problem being researched in this thesis is 1) How do the teacher implement the Demonstration Dialogue at seventh grade in SMP Islam ANNUR Jember. 2) How are the students activity in process learning speaking through implementing the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.

The purpose of the research in this thesis is as follows 1) How do the teacher implement the Demonstration Dialogue at seventh grade in SMP Islam ANNUR Jember 2) How are the students activity in process learning speaking through implementing the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.

This study's methodology is a qualitative technique and de design was field research. Data collecting technique in this study were interview, observation, and documentation. The data in this research was interactive analysis according Miles, Huberman. For the Validity data researcher used source triangulation and technical triangulation.

The results of this study describe the Speaking learning conducted using the dialog demonstration method, which is very helpful and encourages students' enthusiasm for learning, and can serve as an interesting alternative learning method. in the dialog demonstration method provided, as students not only receive guidance but also feel greatly assisted in their learning. From the research results above, it can be concluded that Speaking learning can be improved by using the dialog demonstration method at SMP Islam ANNUR Jember.
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CHAPTER I

INTRODUCTION

A. Context Of Research

Language plays a vital function in human life. Agustiya[2] claims that this is the case since language is the fundamental tool that people utilize to express their views. Since in order to engage, bargain, and communicate our opinions in any situation, communication is always necessary. By depending on communicative skills like speaking, we can enhance our language proficiency.

The ability to articulate sounds or words in order to express, state, and convey one's thoughts and ideas is the definition of speaking. Within the context of pronunciation, speaking is the use of spoken language that includes brief, fragmented, or incomplete utterances. The speaker and the listener have a very close relationship in terms of reciprocal pronunciation. Speaking exercises have objectives, structures, and purposes. Oral, visual, material help, and awareness are the four categories into which speaking exercises fall. Speaking itself serves the purposes of performance, transaction, and public interaction.To become a good speaker, one must master the topic being discussed and speak clearly and precisely.Several factors that need to be considered for effective speaking activities are linguistic (pronunciation,

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[2] Agustiyaningsih, W. (2015). The Implementation Of Storytelling To Teach Speaking To Eight Graders At Smpn 1 Kedamean. Retain, 3(1)

diction, grammar, vocabulary, audience) and non-linguistic (calmness, volume, fluency, comprehension).[3]

Speaking itself is one of the communicative skills that everyone must possess.According to Agustiya[4], speaking skills are generally relatively lower than other skills such as listening, reading, and grammar.In this case, there are several factors that indicate that students are unable to master speaking well, such as never being active in communication, feeling nervous, and being afraid of making mistakes.Another reason is the limited vocabulary, which often makes students struggle when they want to express a sentence.In the teaching and learning process, educators must be able to encourage interest and build students' proficiency in learning English.

In the current global era, English is considered one of the most important languages for communication,according to Suwandari[5] making speaking skills particularly essential The ability to articulate sounds or words in order to express, state, and convey one's thoughts and ideas is the definition of speaking. Within the context of pronunciation, speaking is the use of spoken language that includes brief, fragmented, or incomplete utterances. The speaker and the listener have a very close relationship in terms of reciprocal pronunciation. Speaking exercises have objectives, structures, and purposes. Oral, visual, material help, and awareness are the

[3] Purna Supriyatin, Improving the Ability to Speak Monologue *Recount Texts* with the Picture Series Media Demonstration Method, (*Yogyakarta*: AoEJ: Academy of Education Journal Vol. 10 No. 2 Year 2019

[4] Ibid[4]

[5] Suwandari, A. R. (2011). Junior High School Teacher's Perception Of Multiculturalism In English Language Teaching. Sanata Dharma University

four categories into which speaking exercises fall. Speaking itself serves the purposes of performance, transaction, and interaction.

The ability to articulate sounds or words in order to express, state, and convey one's thoughts and ideas is the definition of speaking. Within the context of pronunciation, speaking is the use of spoken language that includes brief, fragmented, or incomplete utterances. The speaker and the listener have a very close relationship in terms of reciprocal pronunciation. Speaking exercises have objectives, structures, and purposes. Oral, visual, material help, and awareness are the four categories into which speaking exercises fall. Speaking itself serves the purposes of performance, transaction, and interaction.[6]

The demonstration method is a way of presenting lessons by directly showing objects or how to do something to demonstrate a process. Demonstration is a method used to show a process or working method with learning materials. With the application of the demonstration method, students can cultivate self-confidence in communicating in English correctly and properly. The implementation of this method also aims to help students become more courageous in oral communication, thereby honing their speaking skills.[7]

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[6] Francisco, A. R. L. (2013). *Peningkatan Keterampilan Berbicara Bahasa Inggris Pada Mata Kuliah Speaking 3 Melalui Teknik Information Gap Task Pada Mahasiswa Semester 3 Aba Dian Cipta Cendikia Bandar Lampung*

[7] Restu Aji Puryanto, I Gusti Ngurah Japa, *Peningkatan Ketrampilan Berbicara Bahasa Indonesia Subtema Kebersamaan Ditempat Wisata Melalui Penerapan Metode Demostrasi* (Ghanesa University,2021)

The demonstration method is a way of presenting lessons by demonstrating or showing a process, situation, or specific object being studied, whether real or simulated, often accompanied by oral explanations.With the demonstration method, the process of students' reception of the lesson is more deeply impactful, thereby forming a good and perfect understanding.Also, students can observe and pay attention to what is demonstrated during the lesson.The demonstration method has its advantages and disadvantages.The advantages are (1) making teaching clearer and more concrete, thus avoiding verbalism (understanding of words or sentences), (2) learners find it easier to understand what they are studying, (3) the teaching process becomes more engaging, and (4) learners are encouraged to actively observe connecting theory and reality, and trying to do it oneself.[8]

The word dialogue comes from the Greek 'dialogus' which means 'two-speaking' or a conversation between two or more people; a conversation is also called a dialogue.Conversations or discussions among people with differing opinions also fall under dialogue.Dialogue is not only conducted when there is a problem, but dialogue can be carried out in every daily activity, such as interacting with people we meet, whether they are relatives, family, friends, or people around us.When the word "dialog"

From previous research by Julinda, Rismaya Marbun with the title English Education Study Program, and Language and Arts Education, which

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[8] Purna Supriyatin, Meningkatkan Kemampuan Berbicara Monolog Teks *Recount* dengan Metode Demonstrasi Media *Picture Series,* (Yogyakarta: *AoEJ: Academy of Education Journal Vol. 10 No. 2 Year 2019*

aims to solve students' problems in improving speaking skills, especially in pronunciation and grammar.Problems with students' pronunciation and grammar make their speech difficult to understand.

From the above quote, the author's interest in researching this school lies in the way SMP Annur addresses problems in Learning Speaking, thus the author.[9]

conducting research with the title "Learning English Speaking as EFL Through Demonstrating Dialogue at SMP Islam Annur Jember ".

B. The Research Question

1. How do the Teacher implement the Demonstration Dialogue at seventh grade in SMP islam ANNUR Jember?

2. How are the student activity in process of Learning speaking trough Implementing the demonstration dialogue at seventh grade in SMP islam ANNUR Jember?

C. Objective Of The Research

From the background presentation above, the researcher found the research focus, which serves as the researcher's reference as follows:

1. To Describe how the Teacher implement the Demonstration Dialogue at Seventh Grade SMP Islam ANNUR

2. To Describe the student activity in process of Learning speaking trough Implementing the Demonstration dialogue at seventh grade in SMP islam ANNUR Jember?

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[9] Julinda, Rismaya Marbun, English Education Study Program, and Language and Arts Education, Tanjungpura, 2019.

D. Significances Of Research

The benefits that can be obtained from this research are expected to contribute to the theoretical development of social sciences and serve as a reference for future research. In a study, it would be more meaningful if the research could be beneficial for subsequent researchers as a reference material, and it would be even better if the benefits extend to everyone. The benefits for researchers are as follows.

1. Benefits theoretical

   This research is expected to contribute to the development of knowledge, insights, experiences, and enrich studies in the academic world.

2. Practice benefits

   a. For researcher

   The benefits for the writer can include expanding knowledge and experience in improving Speaking Skills by memorizing poetry, which can help students in learning and serve as a means to enhance knowledge, recognition, and experience regarding facts and information occurring in the educational environment. The purpose of this research is to provide explanations or answers to a problem and offer alternative solutions to the problem.

   b. For teacher

   As a reference in future learning to complement the shortcomings of the teaching methods

  c. For SMP Annur

    With this research, the aim is to solve a new problem. The benefit for research institutions is that this study can provide a solution to the problem. Educational institutions can identify the shortcomings of students and determine suitable strategies for this issue, while also serving as an alternative to enhance students' learning motivation.

E. Definition Of Term

  In order to provide an explanation and exposition of the terms contained in the title " Learning speaking trough Implementing the demonstration dialogue at seventh grade in SMP islam ANNUR Jember "

 1. Speaking learning

    Speaking Learning is the process of learning English aimed at expanding and deepening the understanding and use of words in English. This process involves the introduction, understanding, memorization, and application of words in various communication contexts, both oral and written. According to Kathleen (2009) in communication standards, Speaking remains Key, as speaking is intended for one purpose. The goal is for students to engage in realistic scenarios rather than just practicing linguistic material.one of the teaching methods that can be applied to improve students' speaking skills is the dialogue demonstration method.

 2. Demonstrating

Demonstration according to the Great Dictionary of the Indonesian Language (KBBI) has 2 meanings, namely 1. a statement or protest expressed en masse; a rally.2. demonstration or exhibition of how to do or perform something. Here it refers to the second definition of Demonstration, relating to the term of learning in schools.[10] The Demonstration Method is an instruction of a process of an event or object until the display of behavior is exemplified so that it can be understood and known by students in a tangible way.

3. Dialogue

Dialogue is the foundation of human communication and plays an important role in daily interactions. In a dialogue, participants take turns as speakers and listeners, creating a reciprocal relationship that enables mutual understanding. Dialogue can also be understood as the primary way humans communicate, solve problems, and understand the world around them. This can also occur in various forms, including verbal communication, written communication, or even through social media.[11]

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[10]Imam Suharso Dan Linda Febriani, "Peningkatan Hasil Belajar Materi Perpindahan Panas Melalui Metode Demonstrasi Kelas Iv Sdn Pucangtelu Tahun Pelajaran , *jurnal ilmiah foretik vol 2, no 1* (2017).

[11] Depdikbud. Kamus Besar Bahasa Indonesia, Jakarta : Balai Pustaka

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Study**

There have been several previous researchers who couldn't do a similar study. Therefore this review is important as a way to look at the study to avoid duplication or reduplication, repetition, or even plagiarism. Aside from that, this review is done to find the originality of this study. The following are the previous studies :

1. Ratna Kurnia Dewi, with the title *"Improving Students' Speaking Skill Through Dialogue,"* aims to determine the extent of improvement in the English speaking skills of tenth-grade students at SMA N 1 Teras, Boyolali, for the 2010/2011 academic year through dialogue activities and to examine the classroom situation when dialogue is applied in the English speaking class for tenth-grade students at SMA N 1 Teras, Boyolali, for the 2010/2011 academic year. This method uses action research.the results of this study can be concluded that to see how far the improvement is achieved when the method of enhancing students' speaking skills and the situation when dialogue is applied in the English speaking class in the tenth grade at SMA N 1 Teras, Boyolali[12]

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[12] Ratna kurnia Dewi, "Improving students' speaking skill through dialogue (An action research conducted at the Tenth Year Students of SMA N 1 Teras , Boyolali of the Academic Year 2010 / 2011)," 2011, 1–89..

2. Blasius Manek Koes , with the title *"Improving the Speaking Skills of XII-A-1 Students at SMAN-3 Atambula in English through Paired Dialogues."*This research aims to improve students' oral speaking skills and reduce students' response levels towards the learning taught by the teacher becomes better. The method used in this research is classroom action research.The results of this study 2015 can be concluded that to demonstrate the learning that Blasius has meticulously researched in its cycle, there is an improvement in the aspect of students' speaking skills.[13]

3. Rifatul Mutaropa , with the title *"Teaching and Learning with Short Conversation"*. This research aims to determine the procedures for using short conversations in teaching and learning speaking with short conversations at Islamic boarding schools and the problems faced by English teachers in teaching and learning 2021.This research uses a qualitative descriptive method with observations, semi-structured interviews, and documentation analysed using the Miles and Huberman theory. The results of this study are as follows: first, the teaching and learning procedures for speaking with short conversations include readiness, pre-teaching activities, core activities, and post-teaching activities. Second, the problems faced by teachers are inhibition, lack of things to say, low or uneven participation, and the mother tongue. Additionally, the latest finding is the lack of student study hours. The conclusion of Rifatul Mutaropa's research is that to make the speaking

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[13] Blasius Manek Koes, "Berbicara Bahasa Inggris Melalui Dialog Berpasangan," *Jurnal Pendidikan Bahasa Inggris* 5, no. 1 (2023): 44–49.

teaching process, especially through the use of conversation, more
comprehensive and engaging for students, teachers need to resist the urge
to teach in the conventional sense and striving to develop new roles and
skills.[14]

Table 2.1
List of Previous Studies

No	References	Similarities	Differences
1.	Ratna Kurnia Dewi,(Improving Students' Speaking Skill Through Dialogue) 2010/2011	Both explained how far the improvement of students can be used by the demonstration method in the dialogue	This study uses PTK research and different target levels.
2.	Blasius Manek Koes (Improving the Speaking Skills of XII-A-1 Students at SMAN-3 Atambula in English through Paired Dialogues) 2015	To improve the ability to speak in English orally.	This study uses PTK research and uses paired dialogues
3.	Rifatul Mutaropa (Teaching and Learning with Short Conversation) 2021	Both use qualitative research, this research also has the same goal, namely to find out the dialogue demonstration procedure	Different strategies in this study are short conversation strategies.

B. **Theoretical Study**

    1. Learning speaking

      a. Definition of learning

Learning has many diverse definitions according to Nur.
Learning is a complex activity . Learning, in essence, is not just about
delivering activities but providing information that requires teachers

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[14] Rifatul Mutaropa, "Teaching And Learning Speaking With Short Conversation At Boarding School," *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14,

to be professional and use basic teaching skills, as well as creating enjoyable and engaging learning situations.[15]

According to Wina , learning is a system, and within that system, there are three important characteristics. The first important characteristic is the presence of a goal that serves as the direction to be achieved. The characteristic of the system is the existence of activities directed towards achieving the goal. The third characteristic of the system is that the system always involves and utilizes several components, including facilities, teachers, students, strategies, or methods. Strategy or methods are one of the important components in the system. Without the right strategy or method, the process of achieving goals becomes meaningless.[16]

Meanwhile, according to M. Sobry, learning is an effort to educate students. Learning is a process that involves a series of actions by teachers and students based on reciprocal relationships that occur in an educational context to achieve specific goals.[17]

From the various definitions above, it can be concluded that Learning is the effort or process of educators towards students to achieve certain criteria in the teaching and learning activities using the teaching resources that have been determined in that school's area.

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[15] Nur Robiatul Adawiyah,"Pelaksanaan Pembelajaran Daring dengan Metode Bimbinagan Belajar Berkelanjutan pada Mata Pembelajaran IPS di Madrasah Tsanawiyah Al-Haromain"(Skripsi,UINKHAS JEMBER,2022),16.

[16] Ika Purwaningsih et al., "Pendidikan Sebagai Suatu Sistem," *Jurnal Visionary : Penelitian dan Pengembangan dibidang Administrasi Pendidikan* 10, no. 1 (2022): 21

[17] Sobri Sutikno,*Strategi Pembelajaran(*Indramyu:Adanu abimata,2021)110.

b. Definition of Learning Speaking

In language improvement, there are several aspects that influence it, including writing, listening, reading, and speaking. The process in learning is also important to meet the criteria that have been established. therefore, the situation in the classroom requires more attention from educators and the school community. Therefore:

According to Juni, Herpratiwi, and Sudirman, speaking learning is the activity of conveying a role or information to others in oral form.Learning will be more successful if someone often practices pronunciation before they use the language.[18]

Whereas according to Erwin. Teaching speaking skills is an effort to educate students. Implicitly in this understanding, there are activities of selecting, determining, and developing methods to achieve the desired learning outcomes based on existing conditions.[19]

And according to Ika in her journal, speaking skills are the ability to articulate sounds or words to express, convey, and communicate thoughts, ideas, and feelings.[20]

From the various definitions above, it can be concluded that speaking learning is a special learning process intensive towards students in the aspect of speaking English using various methods that

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[18] Juni Hartiwi, Herpratiwi, Dan Sudirman, "Peningkatan Keterampilan Berbicara Bahasa Inggris Pada Mata Kuliah Speaking 3 Melalui Teknik Information Gap Task Pada Mahasiswa Semester 3 Aba Dian Cipta Cendikia Bandar Lampung" 1, no. 4 (2015): 1–18

[19] Erwin Harianto, "Metode Bertukar Gagasan dalam Pembelajaran Keterampilan Berbicara," *Didaktika: Jurnal Kependidikan* 9, no. 4 (2020): 411–22

[20] Ika Supriyati, "Pembelajaran Keterampilan Berbicara Pada Siswa Kelas Viii Mtsn 4 Palu," *Jurnal Bahasa dan Sastra* 5, no. 1 (2020): 104–16.

can improve their abilities. Of course, in the aspect of speaking, there is an evaluation from each competent learning cycle.

c. Methods and techniques of Learning speaking

There are several methods in speaking learning that can be used to improve speaking skills, according to various sources.

In the article, it is explained that there are several methods that can be used to improve speaking in speaking lessons[21], including :

1) Speak Every Day. Practice speaking every day. You can talk to yourself, friends, or even through apps like HelloTalk to communicate with native speakers.

2) Record Yourself. Record your voice while speaking English. Listen back to evaluate your pronunciation and intonation. This is an effective way to see your progress.

3) Learn Common Expressions. Learn common phrases and expressions in English that are often used in everyday conversations. Use these phrases in real contexts to improve your speaking fluency.

4) Use the Shadowing Technique. Listen to native speakers talk and repeat what they say directly. This technique helps train pronunciation, intonation, and speaking rhythm.

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[21] Pandapotan Tambunan, "Pembelajaran Keterampilan Berbicara Di Sekolah Dasar," *Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan Universitas Quality* 1 (2015): 1–11.

5) Play Role-Play. Conduct conversation simulations such as ordering food at a restaurant or a job interview.Role-play helps you get used to various real conversation situations.

6) Read Aloud. Choose an article, book, or dialogue and read it aloud. This exercise boosts confidence and helps practice pronunciation.

7) Join Online Speaking Classes. Many platforms like Italki or Cambly offer speaking classes with native speakers. You will receive immediate feedback to correct mistakes.

8) Talking in Front of the Mirror. Talking in front of a mirror allows you to see your facial expressions and body movements while speaking. This helps improve confidence and non-verbal interaction.

9) Use Social Media. Create a short video in English to upload to social media. You can get feedback from a global audience while also practicing your speaking skills.

10) Practice with Songs or Poetry. Sing a song or recite a poem in English. This activity is fun and helps practice rhythm and pronunciation.

Meanwhile, according to Atik and Agung, methods for improving speaking skills can be categorized from the perspective of approaches that can be implemented in the classroom.[22]

1) Ask and answer

2) Describe and draw

3) Discussion

4) Guessing

5) Remembering

6) Role play

7) English debate

From the various explanations above, it can be concluded that there are many methods and techniques for improvement among those mentioned above. Some can be applied in the classroom and also outside the classroom.

d. The implementation learning speaking

In the implementation of speaking learning, support from teachers, students, and parents is necessary. The three of them are important components in the success of learning.

Teachers as facilitators not only plan lessons but also develop new skills and methods to make students more interested in learning. Teachers should not only focus on one aspect of learning but also on every aspect, because the skills in one aspect will support the skills in

[22] Atik Rokhayani Dan Agung Dwi Nur Cahyo, "Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate," *Jurnal Ilmiah Kependidikan*, No.1 March (2015): 6–18.

other aspects. One of the skills that students must master is speaking skills.[23]

According to Siti in her journal, speaking learning will proceed as expected if all parties, especially teachers, understand the correct principles of speaking skills. The correct principles will guide the determination of appropriate learning strategies. Brown, as revealed by Abidin (2012:135), presents several principles in teaching speaking skills.[24]

From the various definitions above, it can be concluded that the implementation of speaking lessons in the classroom or subject requires a perfect combination of teachers, students, and parents. The expected implementation is the concern of each learning participant over what has been learned.

e. The evaluation of learning speaking

Evaluation is a form of assessment of the material, practice, or exam that has been conducted.

In English, especially in Speaking, there are certainly several basic assessments to be categorized. Fluent, good, adequate, and poor speaking.

[23] Nasyatul Aisyah, "Penerapan Model Pembelajaran Role Playing Untuk Meningkatkan Speaking Siswa," *Jurnal Ilmiah Teknologi Pendidikan* 75, no. 17 (2021): 399–405.
[24] Siti Ulfiyani, "Pemaksimalan Peran Guru Dalam Pembelajaran Keterampilan Berbicara Di Sekolah," *Jurnal bahasa, satra dan pengajarannya* 12, no. September (2016): 105–13,.

To provide an assessment of students' speaking abilities, teachers use five aspects found in speaking skills, namely vocabulary, pronunciation, fluency, structure, and comprehension.[25]

Every lesson must have a value pattern. This value pattern is also called an assessment rubric. This aims to provide ease for the students, in order to help them master the elements of developing their oral skills in the speaking class. In addition, a clear assessment rubric is expected to minimize the obstacles faced by students in class. Therefore, the role of lecturers or instructors in explaining the usefulness of this rubric is very much needed.[26]

In this case, in the journal, Cut and Rohmatun created a speaking assessment rubric[27] :

Table 2.2
Research Rubric Speaking I

NO	SPEAKING ASSESSTMENT RUBRIC		
	ASPECT	SCORE	INFORMATION
	Pronunciation	5	Easy to understand and has a native speaker accent
		4	Easy to understand even with certain accents
		3	There are pronunciation problems that make the listener have to concentrate fully and sometimes there are misunderstandings
		2	Difficult to understand because there are pronunciation problems, often asked to repeat
		1	Pronunciation problems are so serious that they cannot be understood

[25] Arum Putri Rahayu, "Penerapan Metode Langsung Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa," *Jurnal Paradigma* 13, no. 1 (2022): 72–89.
[26] Cut Mawar Helmanda dan Rahmatun Nisa, "Speaking Skill Assessment Techniques in Improving the English Language Skills of Muhammadiyah University Aceh Students," *Prosiding Seminar Nasional Pendidikan Dasar*, 2018, 625–32.
[27] Ibid 269-231

Table 2.3

Research Rubric Speaking II

NO	SPEAKING ASSESSTMENT RUBRIC		
	ASPEK	SKOR	INFORMATION
	Grammar	5	There are no or few grammatical errors
		4	Sometimes it makes grammatical errors but doesn't affect the meaning
		3	Often make grammatical mistakes that affect meaning
		2	Many grammatical errors hinder meaning and often rearrange sentences
		1	The grammatical errors are so severe that they are difficult to understand

Table 2.4

Research Rubric Speaking III

NO	SPEAKING ASSESSMENT RUBRIC		
	ASPECT	SCORE	INFORMATION
	Vocabulary	5	Use vocabulary and expressions like a native speaker
		4	Sometimes using improper vocabulary
		3	Often using improper vocabulary, conversations become limited due to limited vocabulary
		2	Using vocabulary incorrectly and limited vocabulary making it difficult to understand
		1	Vocabulary is so limited that conversations are impossible

Table 2.5

Research Rubric Speaking IV

NO	SPEAKING ASSESSMENT RUBRIC		
	ASPECT	SCORE	INFORMATION
	fluency	5	Fluent like a native speaker
		4	Fluency seems to be a bit hampered by language issues
		3	Fluency is somewhat disrupted by language problems
		2	Often hesitating and stalled due to language limitations
		1	Talk is intermittent and stalled so that conversations are impossible

Table 2.6
Research Rubric Speaking V

NO	SPEAKING ASSESSMENT RUBRIC		
	ASPECT	SCORE	INFORMATION
	Undersatanding	5	Understand everything without any difficulties
		4	Understanding all the gaps even if there is repetition in certain parts
		3	Understanding most of what is said when speaking is somewhat slowed down even though there is repetition
		2	Difficulty following what is said
		1	Unable to understand even if the conversation is not simple

And according to Panjaitan, he provided a note regarding the assessment of the speaking aspect that occurs in certain regions, especially Indonesia, namely[28] :

1) Language appropriateness relates to the extent to which the language used is suitable for the context of communication and socio-culture.

2) The strategy relates to the efforts of learners to overcome problems that arise during communication.

2. Demonstrating Dialogue

a. Definition of Demonstrating Dialogue

Demonstration Method according to Mulyani and Johar . It can be defined as a method of presenting lessons by observing and supervising students in a learning process, situation, or specific object being studied, either in its actual form or in a simulated form demonstrated by the teacher or other learning resources who

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[28] Mutiara O Panjaitan, "Penilaian Mata Pelajaran Bahasa Inggris," *Jurnal Pendidikan dan Kebudayaan* 16, no. 3 (2010): 311–24,.

understand or are experts in the topic to be demonstrated. In the demonstration method, the teacher presents a process or event to the students or shows how a tool works to the students.[29]

The demonstration method according to the Ministry of Education and Culture is a format of teaching and learning interaction that deliberately shows or demonstrates actions, processes, or procedures performed by the teacher or others to all students or some students.From that explanation, the researcher can clarify that the demonstration method is an action aimed at providing instruction by demonstrating actions, activities in the learning process, followed by all or some students, with the teacher as the leader to guide the process and procedures.[30]

Usman explains that the definition of the demonstration method is a way of presenting lessons with oral explanations accompanied by actions or showing a certain process, which is then participated in or tried by students to carry it out. Thus, according to the researcher, based on that definition, the meaning of demonstration is an activity conducted using both verbal explanation and actions by

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[29] Imam Suharso Dan Linda Febriani, "Peningkatan Hasil Belajar Materi Perpindahan Panas Melalui Metode Demonstrasi Kelas Iv Sdn Pucangtelu Tahun Pelajaran , *jurnal ilmiah foretik vol 2, no 1* (2017)

[30] Udzah Magnatis, "Upaya Meningkatkan Prestasi Belajar Siswa Kelas Iv Sd Negeri 7 Sungailiat Mata Pelajaran Matematika Tentang Operasi Hitung Campuran Melalui Metode Demonstrasi" , *jurnal bahasa dan sastra* (2022)

showing a specific process, which is then followed and tried by students to carry it out.[31]

From the various definitions above, it can be concluded that in learning, the demonstration method is a teaching method that presents the lesson material by directly showing the object or how to do something to demonstrate a certain process. Thus, the demonstration method is an activity that involves the direct presentation of learning materials using the same technique, making it easier for students to understand during the learning process.

b. Goal and Benefit the Implementation

Demonstration Method Usman stated about the purpose and benefits of the demonstration method, which is to foster a sense of responsibility that is entrusted to him because once the responsibility is given, the task must ultimately be accounted for. The way to report responsibility includes making written or oral reports, creating summaries, and submitting those reports to the superior.[32]

According to Depdikbud Dikti, the objectives and benefits of the demonstration method include[33]:

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[31] Moh.Uzer Usman dan Lilis Setiawati. *Upaya Optimalisasi Kegiatan Belajar Mengajar*. (Bandung: Remaja Rosdakarya,2019) page 56

[32] Udzah Magnatis, "Upaya Meningkatkan Prestasi Belajar Siswa Kelas Iv Sd Negeri 7 Sungailiat Mata Pelajaran Matematika Tentang Operasi Hitung Campuran Melalui Metode Demonstrasi", *jurnal ilmiah* vol 2 no 1 (2020)

[33] Depdikbud. Kamus Besar Bahasa Indonesia, Jakarta : Balai Pustaka

1) A teacher can teach a process, such as the process of setting up, the process of making, the process of working, the process of doing, and using.

2) Informing about the materials needed to make a specific product

3) Presenting the working method. From that statement, it can be explained that the benefits of the demonstration method are divided into three, namely by teaching the adjustment process, by providing information about the materials needed to create a certain product, and by balancing the workflow.

c. Definition of Dialogue

Dialog is communication between two or more people in which there are several topics, the topics discussed are usually current issues in society. According to the Great Dictionary of the Indonesian Language (KBBI), a dialogue is a conversation that exists in a play, story, and so on.

Dialog is also defined as a conversation that occurs reciprocally between two or more people in a conversation or written work. or In everyday life, we often see dialogues with others. Whether intentionally or not.[34]

In a written work, dialogue becomes an important aspect to explain the process of communication and language situations in a written work, whether it be a novel, short story, drama, comic, or

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[34] Depdikbud. Kamus Besar Bahasa Indonesia, Jakarta : Balai Pustaka.

various other works. dialogues usually involve several participants, one of whom is the moderator, one of the moderator's tasks is to lead the proceedings.

d. The Role of Dialog Demonstration in Speaking Learning

The role of dialog demonstration in speaking learning can indirectly create impressions that lead to changes in students, both in themselves, as individuals, and in their activities. According to Djamarah, students can achieve optimal learning processes if they tend to show improvements as follows[35]:

1) Satisfaction and pride that can foster learning motivation and public speaking skills are the fighting spirit for learning that grows within the students themselves.

2) Increasing confidence in one's own abilities. It means that students know their own abilities and believe that they have potential that is no less than others if they strive as they should. Students also believe that there is nothing that cannot be achieved if they strive according to their capabilities.

3) the improvement in learning that he/she has achieved is meaningful for the student, such as long-lasting learning, shaping behavior, being useful for studying other aspects, being able to be used as a tool to obtain other information and knowledge, the

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[35] Imam Suharso Dan Linda Febriani, "Peningkatan Hasil Belajar Materi Perpindahan Panas Melalui Metode Demonstrasi Kelas Iv Sdn Pucangtelu Tahun Pelajaran , *jurnal ilmia foretik vol 2, no 1* (2017)

willingness and ability to learn independently, and being able to develop creativity.

3. The process of Implementing the Dialogue Demonstration

   a. Verbal Interaction and Nonverbal

   Verbal communication is any written or spoken communication that makes use of words. Human connections are where this kind of communication is most frequently employed. They communicate and explain facts, data, and information, exchange sentiments and thoughts, discuss, and dispute, and they use words to express their feelings, emotions, thoughts, ideas, or intentions. When it comes to verbal communication, language is crucial.[36]

   Meanwhile Nonverbal communication is communication where the message is conveyed in a nonverbal form, without words. In real life, nonverbal communication is used much more than verbal communication. In communication, nonverbal communication is almost automatically used. Therefore, nonverbal communication is constant and always present. Nonverbal communication more honestly expresses what needs to be conveyed because it is spontaneous.[37]

   So, from the above understanding, it can be concluded that verbal communication and nonverbal communication are used in everyday situations, whether formal or informal.

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[36] Agus M Hardjana. "Komunikasi Intrapersonal dan Komunikasi Interpersonal. 2003 publisher Yogyakarta Kanisius

[37] Ibid

b. Dialog Structure

According to Uman, stating that in a dialogue, the sequence of events contained within it is divided into three parts: orientation, complication, and resolution. Orientation is the beginning part of the story that describes the situation that is already happening or has happened. The complication contains conflicts and their developments. In this section, the character of the main character, including the traits of the protagonist and antagonist, can be understood. Resolution is the climax of the drama, consisting of the final act of the story that depicts the resolution of the conflicts experienced by the characters. The resolution must unfold logically and have a reasonable connection to the preceding events.[38]

c. Role of guider in Demonstration

According to Pebri and Wahyu, The reflection that the author can convey is that first, teachers must view their students as images and likenesses of God, each with different characters and personalities. Secondly, teachers must have a correct understanding of the knowledge they will teach based on biblical values. A teacher before using the demonstration method must understand each learning concept thoroughly and correctly. If a teacher makes a mistake in

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[38] Uman Rejo, "Karakteristik Jenis Teks Sastra dalam Mata Pelajaran Bahasa Indonesia Tingkat SMP" Jurnal Ilmu Pendidikan Bahasa dan Sastra Indonesia (Agustus 2020) page 72

demonstrating a concept, it will have a fatal impact on the students' understanding in the future.[39]

So it can be concluded that the role of a teacher is to prepare the material and master it to present to the students in a manner that is easy to understand and imitate.

4. Step of Implementing demonstration dialogue

a. Preparation of the dialog Demonstration method

In the demonstration method stages according to Dina, 1) The teacher encourages students to think that they will learn more meaningfully by working on their own and constructing their own new knowledge and skills. 2) The teacher gives students the opportunity to ask questions. 3) the teacher provides an explanation of the material 4) the teacher forms heterogeneous student groups 5) the teacher instructs students to find and solve problems related to the main material 6) the teacher asked a representative from the student group to model as an example of their findings With the study group 7) students together with the teacher reflect at the end of the meeting 8) the teacher provides an accurate assessment in various ways.[40]

So it can be concluded that the stages of implementation using the demonstration method require the teacher to prepare and plan everything to enhance students' abilities.

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[39] Dina Aryani, "The Use of Demonstration Methods to Increase Students' Learning Achievement in The Main Subject of Cultural Arts in Regional Songs" Jurnal Penelitian Pendidikan (July 2019)
[40] Ibid.

b. Evaluation of dialog demonstration method

According to Khoirul, evaluation is an assessment of the level of success of students in achieving the goals set in a program.[41]

Meanwhile, according to Djamarah and Zain, evaluation is an activity of collecting data as broadly and deeply as possible, related to the capabilities of learners in order to understand the causes and effects and learning outcomes of the learners, which can encourage and develop learning abilities.[42]

It can be concluded that Evaluation is an effort to collect data on students' competencies in the classroom or outside the classroom through direct or indirect assessments.

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[41] Khoirul Anwar, "Urgensi Evaluasi dalam Proses Pembelajaran"(September 2021)
[42] Ibid.

CHAPTER III

RESEARCH METHODS

A. **Approach And Type Of Research**

This research uses qualitative research. Qualitative research is conducted under natural conditions with the researcher as the key instrument. Data collection techniques are carried out inductively, and this research emphasizes meaning rather than generalization[43]. The approach used in this research is a descriptive approach, which aims to understand the application and method of teaching speaking by demonstrating dialogues at SMP Annur. This research aims to present the reality at the research location naturally without any intervention from the researcher. Therefore, the approach used is a qualitative approach as a research procedure that produces field data in the form of written words or oral interviews from people or objects being observed.

In this study, the aim is to understand the application and methods of teaching speaking by demonstrating dialogues at SMP Annur, thus requiring observational actions in this research.

B. **Research Location**

The research location is the place where the researcher conducts the study in order to collect the data and information needed for the research. The research object was conducted at SMP Annur. It is located in Rambigundam village, Rambipuji district, Jember regency. The researcher conducted the

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[43] Sedarmati dan SyafirudinmHidayah, *Metodologi penelitian*, (bandung: Mandar Maju, 2002) page 33

study at SMP Annur for several reasons, namely to observe the implementation of Speaking lessons in demonstrating dialogues, especially in the English subject at SMP Annur. This method is used as one of the problem-solving approaches in learning, where students are encouraged to actively speak and engage in dialogue.

C. **Subject Of Research**

In this section, the types of data and data sources are reported. The description includes what data is desired and who will be made informants or research subjects, how the data is searched for and filtered to ensure its validity.

Based on the description above, the subjects of the research will be as follows:

1. English Teacher for Seventh Grade at SMP Annur Rambipuji, Jember

Teachers are like second parents to students, therefore the researcher chose a seventh-grade teacher, specifically for the English subject, because educators are more knowledgeable about how to implement speaking by demonstrating dialogues.To the students of SMP Annur Rambipuji, Jember

2. Student SMP Annur Rambipuji Jember

The researcher chose students as the second informants because students are the focus of attention in learning and in the application of speaking by demonstrating dialogues. Surely, the students feel that the learning experience is very helpful or the opposite.

D. Data Collection Method

Data collection techniques are methods for gathering information accurately through several stages. Data collection is a task that must be carried out by researchers in research activities. The relationship between the researcher and the research subjects only applies to collecting research data. Qualitative through activities or data collection techniques using participant observation and in-depth interviews with informants, Document collection by reviewing various references relevant to the research.[44]

To collect the data conducted in this research, the researcher used the following data collection techniques:

1. Interview

An interview is a conversational technique conducted by researchers and informants with a specific purpose. The conversation is carried out by both parties to obtain the data or information needed for the research. The interviewer, who poses questions to the informant or source, usually conducts the interview individually or in group form. An interview is based on the respondent's answers to questions, which serve as a process of interaction and communication involving various variables that play an important role in transferring the data needed to influence the interview results.[45]

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[44] Iskandar, *Metodologi Penelitian Pendidikan dan Sosial*, (Jakarta: Gaung Persada Press, 2009) page 213.

[45] Moch. Khafid, *Efektifitas Bimbingan Belajar dalam Meningkatkan Hasil Belajar siswa kelas IX,* (Universias Islam Negeri Maulana Malik Ibrahim Malang, 2017)

This interview is to gather in-depth information from respondents in a study sourced from seventh-grade English teachers and seventh-grade students to obtain information regarding the implementation of speaking lessons through dialog demonstrations. On the students of SMP Annur Rambipuji, Jember

2. Observation

Observation is a data collection technique by observing activities that are taking place in the field. There are two types of observation: participatory observation and non-participatory observation. Participatory observation is when the observer participates in the activities, while non-participatory observation is when the observer does not participate in the activities but only observes. This observation is not only an effective way to complete the format or observation form as a research instrument.[46]

The observation that the researcher will conduct is a non-participatory observation, where the researcher only observes and looks at the research location. With non-participatory observation, the researcher will find it easier to collect data comprehensively and will gain direct experience of the ongoing teaching and learning process at SMP Annur. The things that the researcher observes non-participatively in the field include looking at the implementation of speaking lessons by demonstrating dialogues in the English subject at SMP Annur.

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[46] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Pratik Edisi revisi ke VI*, (Jakarta: Adi Mahastya, 2006), hal 229.

The observation method conducted by the researcher is useful for collecting field data, theories, or information obtained from the field or direct observation. The data obtained are as follows:

a. How the teacher Implementing the Demonstrate Dialogue at seventh grade in SMP Annur Jember

b. How are the Student activity in process of Learning speaking trough Implementing the demonstration dialogue at seventh grade in SMP islam ANNUR Jember

3. Documentation

Documentation is one of the methods of qualitative data collection by observing or analyzing documents that are seen by the subject themselves or others regarding the subject.[47] The documentation that will be used as a data source in this research is the Learning Activity by demonstrating dialogue at SMP Annur Rambigundam, Rambipuji. Documentation can be in the form of written texts, illustrations, or photographs that support the research.

The data that we wish to obtain in this research are as follows :

a. The history of the establishment of SMP Annur Rambigundam, Rambipuji, Jember

b. Profile of SMP Annur Rambigundam, Rambipuji, Jember

c. Vision, Mission, and Objectives of SMP Annur Rambigundam, Rambipuji, Jember

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[47] Mamud, *Metode Penelitian Pendidikan*, (Bandung: Pustaka Setia, 2011), page 143.

d. The number of teachers at SMP Annur Rambigundam, Rambipuji, Jember

e. The number of students at SMP Annur Rambigundam, Rambipuji, Jember

E. **Data Analysis**

Data analysis according to Bogdan is the process of systematically searching for and organizing data obtained from interviews, field notes, and other materials so that it can be easily understood and the findings can be communicated to others.[48]

Data analysis is a very important stage in research because through data analysis, researchers can provide meaning and significance, and it serves as a solution to the problem being studied.

This research uses data analysis techniques based on the concepts of Miles and Huberman, which consist of:

1. Data Condensation

Data condensation means summarizing, selecting the main points, focusing on important aspects, simplifying or transforming the emerging data, and writing it down using notes, interviews, documents, and others.[49] This data condensation will result in a clearer picture and make it easier for researchers to collect further data and retrieve it if necessary.

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[48] Sugiyono, , *Metode Penelitian Pendidikan*, (Bandung: Alphabet,2017), 244

[49] Mattew B. Michael Huberman , Johny Salda, *Qualitative Data Analysis* (Amerika: Sage publications, 2014), 1.

Data condensation occurs continuously and qualitatively in a study. This condensation of data is a form of analysis that sharpens, focuses, eliminates, and organizes the data in such a way that final conclusions can be drawn and verified.[50]

In data condensation, it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data found in field notes, which in this research is described as follows.

2. Selecting

Researchers must act selectively, determining which dimensions are more important, which relationships might be more meaningful, and consequently, what information can be collected and analyzed.[51] Information regarding the application of speaking learning through demonstrating dialogues, the researcher collects all this information to strengthen the research.

3. Focusing

Focusing data is a form of pre-analysis. At this stage, the researcher focuses on data related to the formulation of the research problem. This stage is a continuation of the data selection stage. The researcher only limits the data based on the research focus.

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[50] Ibid, 2.
[51] Ibid, 18.

The focus of the first research data is on How Speaking Learning is Implemented at SMP Annur, How to Demonstrate Dialogues at SMP Annur.[52]

4. Abstracting

Abstraction is an effort to create a summary of the core, processes, and statements that need to be preserved so that they remain within it. At this stage, the collected data is evaluated, particularly concerning the quality and adequacy of the data.[53] If the data showing the application and method of teaching Speaking through demonstrating dialogues is considered good and the amount of data is sufficient, the data will be used to address the research problem.

5. Simplifying dan Transforming

The data in this research is subsequently simplified and transformed in various ways, namely through strict selection, summarization or brief descriptions, categorizing data into a broader pattern, and so on.[54] To simplify the data, the researcher collected data at each stage of the study related to Speaking learning by demonstrating dialogues at SMP Annur.

6. Data Reduction

Reducing data means summarizing, selecting the main points, focusing on important aspects, and identifying themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for

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[52] Ibid, 19.
[53] Ibid,20.
[54] Mattew B, Michael Huberman, dan Johny Salda, *Qualitative Data Analysis*, 21.

researchers to collect further data and retrieve it when necessary.[55] The reduced data will provide a clearer picture and make it easier for the author to collect further data and retrieve it when necessary. In this research, data was obtained through field notes and interviews, then the data was summarized and selected to provide a clear picture to the author.

7. Data Display

   In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The most commonly used method for presenting data in qualitative research is through narrative text.[56] In qualitative writing, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like, but the most commonly used form is narrative text, and in this thesis, the researcher uses narrative text. Data presentation is carried out by grouping the data according to its respective subsections. Data was obtained from interviews as well as from written and library sources.

8. Verification

   The conclusion in this thesis research is a new finding that has never existed before. The findings can be in the form of a description or depiction of an object that was previously unclear or obscure, but after being researched, it becomes clear.

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[55] Sugiyono, , *Metode Penelitian Pendidikan*, (Bandung: Alphabet,2017), 247.
[56] Ibid, 249.

F. Data Validity

The validity of the data is the next step in the preparation of the research report. The validity of the data aims to determine and prove whether the data obtained or the research conclusions reached are truly valid or not. Validity is the degree of accuracy between the data occurring in the research object and the data that can be reported by the researcher. Thus, valid data is data that does not differ between what is reported by the researcher and what actually occurs in the research object.

The validity of the data is tested using triangulation techniques. Triangulation is the examination of data validity that utilizes something other than the data itself for the purpose of verification or as a comparison against the data.[57] In this study, to ensure the validity of the data, the researcher conducted source triangulation and technique triangulation, namely:

1. Triangulation The purpose of triangulating sources is to test the credibility of the data by checking the data obtained through multiple sources.

2. Triangulation The technique aims to test the credibility of the data by checking the data from the same source using different techniques.[58]

G. Research Procedures

This procedure refers to the research stages, which generally consist of the pre-field stage, the fieldwork stage, and the data analysis stage.

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[57] Lexy J. Moleong, *Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosda Karya 2011), 330.
[58] Sugiyono, , *Metode Penelitian Pendidikan*, (Bandung: Alphabet,2017), 274.

The stages of research according to Moleong present three phases, namely the pre-field stage, the activity stage or the field implementation stage, and the intensive analysis stage.[59]

1. Pre-field stage

    In Pre-field stage was do research among other :

    a. Conducting initial observations while also introducing the location used for the research.

    b. Drafting a research proposal

    c. Choosing a research site that has already been observed.

    d. Handling the research permit documents related to the research that will be conducted

    e. Determining who will be the informants in the research that will be conducted.

    f. Preparing the equipment needed for the research later, such as stationery, a phone, or a camera.

2. Fieldwork stage

    At the fieldwork stage, the activities conducted by the researcher involve going directly to the field to observe and collect data related to the research topic.

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[59] [59]Ridla Faridatul Ummah, " Pelaksanaan Program Ekstrakurikuler Keagamaan Dengan Buku Risalah Haidl Di Sekolah Menengah Atas Bima Ambulu Jember"(Skripsi, IAIN JEMBER, 2019), 54.

3. Data analysis stage

   After conducting field research, the analysis results were in accordance with the methods used, and then the researcher compiled the research report.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of the Research Object

Research object this thesis is a formal educational institution, namely SMP Islam ANNUR, which is under the auspices of Pondok Pesantren An-Nur H.A Rambigundam Rambipuji Jember Academic year. The results obtained from the research process are as follows:

1. Geographical Location of SMP Islam ANNUR Jember

SMP Islam Annur Jln. Argopuro no. 47 Rambigundam Rambipuji Jember, East Java, Postal Code 68152 is the address of Rambigundam Rambipuji Jember. Geographically, the village of Rambigundam is situated before the Jami'At-Taqwa mosque, about 200 meters north towards the Panti hamlet, to the north of the traffic lights at the Rambipuji police station and the main road.

The Islamic boarding school is situated roughly 200 meters north of the major road, 12 kilometers west of Jember city. Residential homes with a high population density encircle this pesantren. The area feels suitable for holding educational events because of the rivers and resident-owned plantations to the north and west of the pesantren.

2. Historical of SMP Islam ANNUR

SMP Islam ANNUR is an institution under the auspices of the ANNUR HAJI ALWI Islamic boarding school, which is connected by lineage to the An-Nur Tempeh Lumajang Islamic boarding school founded

by KH. Ali Ihsan, who is the father of KH. Rochmatullah. Ali is the caretaker and founder of Pondok Pesantren An-Nur H.A, and also has family ties with Pondok Pesantren An-Nur Bululawang Malang, which was established by his grandfather KH. Anwar Nur. And through the wife of KH. Rochmatullah Ali, Nyai Dewi Samawiyah Musta'in from Pesantren An-Nur H.A, there is a genealogical connection with Pesantren An-Nuriyah Kaliwining Rambipuji, which was founded by K.H. Sholeh Syakir and is now led by his granddaughter Ny. Hj. Saroh, who is the sister of Ny Hj Dewi Samawiyah Musta'in. Pesantren An-Nur H.A is also connected genealogically with Pondok Pesantren Darul 'Ulum Peterongan Jombang East Java, through the line of the late Ny Hj. Lathifa, may she rest in peace, the mother of Ny Hj. Dewi Samawiyah and Ny Hj. Saroh, who is the wife of KH Musta'in Romli, the caretaker of Pondok Pesantren Darul Ulum Peterongan Jombang.

SMP Islam Annur, located in Rambigundam Rambipuji Jember, was established in 2009 by Kyai Rohmatullah Ali on a 1-hectare plot of land in the village of Rambigundam, Rambipuji District, Jember Regency. A horseshoe-shaped town better known as a center of Islamic boarding schools, but with the term horseshoe town focusing on Islamic boarding schools, it feels like the boarding schools today are different from the ones in the past, both in terms of the type of education provided, the type of students, and perhaps from the perspective of the boarding school's mentality.

The current development of the times has a significant impact on the socio-cultural and religious aspects of society, even affecting Indonesia's religious politics, which can change drastically. The character of the pesantren that was once established by the elders of the salafunassholih scholars, however, the development of the times should not be a reference or a basis for blaming the changes in society itself. Because the principle of Islam upholds the cultural and social values of a society while still adhering to the demands of Islamic values, it is a necessity.

The presence of educational units in the midst of community life holds a special meaning, serving as a manifestation of values of service and attention to the community. And in an informal form, An-Nur H.A Islamic boarding school also holds jami'iyah waqi'ah, regular Muslimat study sessions, jami'iyah sholawat, and al-ikhlas zakat storage.

The trust and attention of the wider community towards the existence of SMP Islam ANNUR are the services of progress and development of the pesantren in the future, while continuing to develop an independent educational vision and mission and improving the welfare of the community. Therefore, this change of times becomes a capital for the An-Nur H.A Islamic boarding school to maintain the "old" principles in facing all "current" phenomena, as has been practiced by the caretakers of the An-Nur H.A Islamic boarding school. Here are the flagship programs of SMP Islam ANNUR that have been running until now.

3. Objective Condition SMP Islam ANNUR

   a. School Identity

     1) School Name   : SMP Islam ANNUR

     2) Address   : Jln. Argopuro no. 47 Rambigundam

     3) District   : Rambipuji

     4) District II   : Jember

     5) Province   : Jawa Timur

     6) No Phone   : 0331-712936

     7) Principal   : Imam Ghozali S.Pd

     8) Foundation name : Yayasan An-Nur H.A

     9) Land Ownership : Yayasan

     10) Pos Code   : 68152

   b. Facilities and infrastructure

To achieve a comfortable learning environment, education at SMP Islam ANNUR is supported by several facilities and infrastructure as follows:

Table 4.1

Facilities and infrastructure of SMP Islam ANNUR

No	Type of Infrastructure	amount	amount of good room condition	Amount of bad room condition	Damage categories		
					Mild damage	Currently damage	Heavy damage
1	Boarding	1	1	0	0	0	0
2	Mosque	1	1	0	0	0	0
3	Building school	1	1	0	0	0	0

4	School yard	1	1	0	0	0	0
5	office	1	1	0	0	0	0
6	Teacher's bathroom	1	1	0	0	0	0
7	Student's bathroom	2	2	0	0	0	0
8	canteen	1	1	0	0	0	0
9	Computer Lab	1	1	0	0	0	0
10	UKS	1	1	0	0	0	0
11	balroom	1	1	0	0	0	0
12	Teacher parking	1	1	0	0	0	0
13	Student parking	0	0	0	0	0	0
14	Teacher table	20	20	0	0	0	0
15	Teacher chair	20	20	0	0	0	0

c. Data of Teacher SMP Islam ANNUR

According to the researcher's observations at SMP Islam Annur, the data obtained shows that there are 11 active teachers, detailed as follows:

Table 4.2
Educator and educational staff data

No	Information	Amount
	Educator	
1.	Guru PNS	1
2.	Guru Tetap Yayasan	8
3.	Guru Honorer	6
4.	Guru tidak tetap	0
Educational Staff		
1.	Tata Usaha	2

Table 4.3
Name of Teacher SMP Islam ANNUR

No	Nama Guru	Mata pelajaran	Alamat	Jabatan
1	Imam Gozali S.Pd.	-	Jember	Kepala Sekolah
2	Vicky Hidayat S.Sos.	TIK	Jember	Operator
3	Ahmad Muhaimin S.E.	PKN	Lumajang	BOS SMP
4	Imam Syafi'ie S.Pd.	IPS	Lumajang	Staf guru
5	Fatkhur Rohman S.Pd.	PAI	Jember	Staf guru

6	Jannatul Laeli S.Pd.	IPA	Jember	Staf guru
7	Siti Nur Fadila S.S.	B Indonesia	Jember	Staf guru
8	Hikmatus Syarifah S.Pd	MTK	Jember	Bendahara
9	Fitriatus Sufiyah S.Pd, Gr	MTK	Jember	Wakil Kepala Sekolah
10	Dwi Sastika Wulandari S.Pd	Tahfid	Jember	Staf guru
11	Dyah Fetmawati S.Pd	B inggris	Jember	Kurikulum
12	Nur Kholis Majid S.Pd	B inggris	Jember	Staf guru

4. Vision, mission and goals of the school

a. Vision

1) Knowledgeable, Faithful, have good moral and Achieve

a) Students can advance to the next grade in a formative manner.

b) Students graduated with an average score above 7.60.

c) Output: Students are able to understand the Qur'an and Sunnah.

b. Mission

1) Improving students' academic performance

2) Improving the ability to read and write the Qur'an as well as deepening knowledge in the field of Islamic religion

3) Forming a generation of thinkers and rememberers

4) Shaping knowledgeable and virtuous individuals

c. Goal of SMP Islam ANNUR

The curriculum at the Islamic Junior High School ANNUR is designed as a free curriculum that incorporates the values of pesantren, packaged in a modern school model. aims to develop the potential within the environment of SMP Islam Anuur and improve the quality of the educational unit, both academically and non-academically,

preserve regional culture, and keep up with technological advancements grounded in faith and piety to Allah SWT.

d. Target of school

1) School residents are active in tahlil activities, active in the study of yellow books, active in religious lectures, and other religious activities both at the madrasah and in the community.

2) School residents behave honestly, sincerely, trustworthily, wisely, disciplined, sportsmanlike, responsibly, courteously, respectfully towards parents and teachers, and show affection towards each other in social interactions.

3) Educators and educational staff are actively involved in professional development training activities through MGMP activities, competitions, seminars, workshops, independent courses, and other activities that support professionalism.

4) Ninth-grade students graduated 100% in the 2024/2025 school year.

5) 60% of graduates can be accepted into quality schools/madrassas.

6) Renovating/rehabilitating the classroom

7) The presence of a sufficient library space

8) The availability of textbook packages for all subjects, one student one textbook package.

9) Planting flower plants in front of the classroom

10) Madrasah residents cultivate a healthy lifestyle, love cleanliness, and cherish environmental sustainability.

11) The existence of a work program from each teacher who has additional duties

12) Having an art team capable of performing at least at the district level.

13) Having a sports team that can compete at the district level or the next level.

5. Teaching and learning activities

The education provided is a formal education program based on pesantren, while still implementing a learning system similar to other junior high schools, with the addition of transforming Islamic values within it. The class classification at SMP Islam ANNUR consists of grades 7, 8, and 9, with a class system that differentiates between boys and girls. So, there are a total of 6 classes.

The teacher enters the classroom neatly and begins with opening activities such as greetings, prayers, attendance, and learning objectives. The teacher conducts the lesson using the dialog demonstration method by first giving directions, which are then followed by the students. The dialog demonstration method serves as a problem-solving approach and an alternative in speaking lessons, acting as an innovative teaching method for students, allowing them to actively participate in learning speaking. Indirectly, the dialog demonstration method applied in learning speaking is

very effective in improving students' speaking skills in the learning process.

B. Finding and analysis of data

This subsection contains a description of the data obtained in the field. Then it is analysed to obtain findings. The researcher conducted direct data collection in the field to gather data. The findings needed to answer the questions in the problem formulation, the researcher conducted data collection, then performed analysis and described the results of the research according to the initial problem formulation. Among several findings, which broadly cover two aspects, the data collected by the researcher will be described as follows:

1. **How is The Implementation demonstrate dialogue seventh grade at SMP ISLAM ANNUR Jember.**

The researcher can provide an overview of Speaking Learning through Dialogue Demonstration in the 7th grade of SMP Islam ANNUR as it has been implemented in the institution, where this activity is conducted on the designated KBM days as it should be.

Before conducting the learning process, the teacher first makes a lesson plan. Based on the observations, interviews, and documentation conducted by the researcher, before starting the learning process, Mr. Nur Kolis Majid S.Pd first creates a lesson plan to ensure that the learning process runs smoothly. This is in accordance with the results of the interview with the teacher or educator who said:

"Yes, before conducting the lesson, it's essential to prepare the materials and lesson plan in accordance with the learning objectives."[60]

In addition, Mr. Nur Kolis Majid S.Pd prepares methods that are appropriate for the material so that the material presented can run smoothly and the desired goals can be achieved, in accordance with the interview results which state:

"This study's methodology is a qualitative technique carried out under natural object situations. This study is a crucial tool for inductive data collection methods, and the methodology is a field approach, which is a process used in qualitative research to generate field data from observed people in the form of written or spoken words[61]."

From the results of the interview conducted by the researcher, Mr. Nur Kolis Majid S.Pd explained the students' learning conditions, which led the teacher to use this method in the learning process. This is based on the results of the interview with the teacher or educator.

"students' attention to speaking lessons English language receives less attention due to the pesantren system, which requires students to be proficient not only in formal fields but also in religious studies/Pondok."

From the results of the interview conducted by the researcher, Mr. Nur Kolis Majid S.Pd explained the process of creating lesson plans. He also explained what needs to be prepared in the creation of the lesson plan process, including determining the appropriate methods for the learning process. This is based on the results of interviews with teachers or educators.

[60] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025
[61] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025

"which is used in the learning I conduct, using the dialog demonstration method because this method fits the conditions at this school since the learning I conduct provides examples and instructions first to the students so that the students can see and explore the material to be taught and give an overview to the students regarding the method to be used in the class"[62]

From the observations conducted by the researcher, there is a positive response from students towards the dialog demonstration method chosen in learning speaking because this method can address the problems in the learning process. The obstacles in the preparation of the lesson plan were also mentioned by Mr. Nur Kolis Majid S. Pd, who stated that the difficulties lie in English, particularly in the pronunciation of letters, time, days, and so on. This is consistent with the results of the interview with Mr. Nur Kolis Majid S. Pd, who said:

"It turns out they still can't fully grasp English in terms of alphabet pronunciation, time, days, and so on. Therefore, the mother set aside special time on Saturdays to delve into English language learning from the basics."[63]

From the interview above, Mr. Nur Kolis Majid S.Pd explained that the obstacle is the students who are not yet fully proficient in English. With the Demonstration method, Mr. Nur Kolis Majid S.Pd responded positively because he considers it the easiest method to implement with students and it has a significant impact.

"The children find it easier if someone demonstrates first, because the other students know what to do."[64]

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[62] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025
[63] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025
[64] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025

2. How are the student activity in procces of Learning speaking through Implementing dialog demonstrate seventh grade at SMP Islam ANNUR Jember?

This study's methodology is a qualitative technique carried out under natural object situations. This study is a crucial tool for inductive data collection methods, and the methodology is a field approach, which is a process used in qualitative research to generate field data from observed people in the form of written or spoken words.[65]

In an interview with Mr. Nur Kholis Majid S.Pd, the first thing he did as a mentor was to explain the following:

> "The first thing I do is start with a prayer, then ask about the students' condition, and then move on to the main discussion. So for those of you who want to know about the dialogue demonstration, I immediately point to a child whom I consider capable of demonstrating to the other classmates. And our class is family-friendly, with no coercion or assignments; I focus on practice, practice, and practice in class."[66]

The researcher will present the results of Observation, Interviews, and Documentation. The researcher will present the results of interviews, observations, and documentation regarding Speaking Learning through the Application of Dialogue Demonstration in the 7th Grade at SMP Islam ANNUR Jember. After creating the lesson plan, the next step is the implementation of the lesson. Here, Mr. Nur Kholis Majid S.Pd explains how the lesson is implemented in the classroom from the beginning to the end.

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[65] Drs. I Nengah Kumpul, M.Pd (Meningkatkan Prestasi Belajar Bahasa Inggris dengan Metode Demonstrasi pada Siswa kelas XIII MIPA 3) Jurnal Pendidikan hal 317-327
[66] Observation, 30 April 2025

a. Opening

In this case, Mr. Nur Kholis Majid prepares what will be done in the class, such as greeting, taking attendance, and providing motivation first.

"Before class starts, I greet the students first, take attendance, and provide learning motivation to encourage them."[67]

From the results of the observation conducted by the researcher, Mr. Nur Kholis Majid greets and provides motivation in learning before the learning activities are carried out.

b. Core activity

In this activity, it is a core part of the learning process where the material is delivered by the educator Mr. Nur Kholis Majid S. Pd. He provides instruction using a dialogue demonstration by giving an overview or example of the dialogue that will be practiced by the students. Here is an example of the demonstration along with the dialogue.

DIALOGUE 1

Dian : Hi Lisa! I'm going Bali. Really want to enjoy the beach, do you?

Lisa : Wow, cool! I prefer mountain tourism. I want to go to Puncak, it looks fun

Dian : That was fun! Isn't thr air in the mountain really fresh?

Lisa : Yes, that's right. Do you have a detailed plan yet?

Dian : Not yet, still brainstorming. Do you want to join?

Lisa : wow, that's great! We can plan together later. So when do we start?[68]

DIALOGUE 2

Rani : Hi, David! Want to have lunch together today?

David : Hi Rani! Sure why not? Is there a place you want to try?

Rani : Hmm, Maybe the new Thai restaurant that opened near the office you like thai food, right?

David : oh, definitely! I love it, so I'm curious. What time do we start?

Rani : How about 12 noon? I'ill make a reservation, okay?

David : okay, exactly at 12 o'clock. I'ill wait for you in the office lobby, Rani.

Rani : We can try some spicy dishes from here .

DIALOGUE 3

Siti : Hey, do you have any plans for the upcoming semester break?

Rudi : not yet, actually. Maybe I'ill try swimming at the beach.

Siti : I also like swimming. Which beach will you visit?

Rudi : I plan to go to Kuta beach. They say the wave are good for learner to surf too

Siti : that's so much fun! Maybe we can swim together, and who knows, I might even learn to surf from you.

Rudi : of course, siti! When are your plans?

Siti : How about nest week? The semester break is quite long, we can enjoy our time there.

Rudi : okay, Next week, yeah I can't wait to feel the sea water

After the teacher's lesson, the teacher invited the students to demonstrate the dialogue they had practiced to the participants. This was based on observations and interviews with Mr. Nur Kholis Majid, S.Pd, who said:

> "If I have explained the material, I usually invite them to show expressions in the prepared dialogue. My goal is for them to be more active in speaking English to understand how well they grasp the material I provided. Later, after I demonstrate it directly, they will have a visual representation as a teaching aid."[69]

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[69] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025

Mr. Nur Kholis Majid, S.Pd uses the dialog demonstration method where the teacher gives direct instructions and illustrations, then provides feedback in the form of students practicing what the teacher has previously demonstrated, as explained in the interview with Mr. Nur Kholis Majid, S.Pd.:

"So just demonstrating is not enough; students must also participate in demonstrating or applying what we have shown so that I can know how far they understand and are able to speak using English. The function of demonstrating dialogues is to serve as a measure of how well the students understand and to assess my teaching effectiveness."[70]

(Interview with the teacher)

From the results of interviews, documentation, and observations conducted by the researcher, it was found that learning using the dialog demonstration method is a method where teaching is carried out by providing examples to students as teaching aids and giving feedback in the form of students imitating speaking in English

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[70] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025

with the provided dialogues so that students are able to understand and speak in English.

c. Closing activity

In this closing activity, an educator usually evaluates what has been done in the classroom learning. The last activity written when closing the lesson is praying and giving greetings. In the interview results, Mr. Nur Kholis Majid S. Pd also explained that the closing activities of the lesson are important, as can be seen from the interview quote stating

> "Yes, it's necessary to provide a closing activity because by giving a conclusion at the end of the lesson, students will understand the core of the material being studied, making it easier for them to grasp the content."[71]

The activity of closing a lesson is an important educational activity to carry out, because by providing a summary of the material taught by the teacher, students become aware of the material they have learned. In this activity, the teacher provides feedback on the learning outcomes that have been achieved. The closing activity is conducted to assess students' mastery of the material and the effectiveness of the methods used in the class.

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[71] Nur Kholis Majdi, Wawancara, Rambipji 30 April 2025

Table 4.4
Assesment Rubric

No	Assessment aspect	4 (Very good)	3 (good)	2 (enough)	1 (not enough)
1	Fluency (Kelancaran)	Speaking very fluently with little or no pauses	Speaking is quite fluent, with occasional brief pauses or repetitions. The pace of speech is generally easy to follow.	Speaking with frequent pauses, repetitions, or self-corrections that disrupt the flow of speech. The speech rate can be too slow/fast.	Speaking in a halting manner and often stopping. Difficult to understand the flow of conversation due to lack of fluency.
2	Pronunciation (Pelafalan)	Pronunciation is very clear and accurate, easily understood by native speakers. Intonation and word stress are very precise.	Pronunciation is generally clear and understandable, there may be a few minor mistakes that do not hinder comprehension.	Pronunciation is often inaccurate, sometimes difficult to understand. Intonation and word stress are not accurate.	The pronunciation is very unclear and difficult to understand. Many mistakes disrupt communication.
3	Vocabulary (Kosakata)	Using a wide and varied vocabulary very precisely. Able to use idioms and complex phrases.	Using vocabulary that is quite good and contextually appropriate. Maybe there are some word choices that are not quite right, but they are not bothersome.	Using a limited and repetitive vocabulary. Some word choices are incorrect or confusing.	Vocabulary is very limited. Often using incorrect or contextually inappropriate words hinders communication.
4	Grammar (Tata Bahasa)	Using complex grammatical structures with great	Using various grammatical structures quite accurately. There are a few	Often makes grammatical errors that hinder understanding.	Many serious grammatical errors hinder communication. Unable to form

		accuracy. Very few or no grammatical errors.	minor mistakes that do not hinder understanding.	Limited use of grammatical structures.	correct sentences.

Maximal Score = 100

Assesment = <u>acquisition score</u> x 25
            100

C. Discussion Of Findings

The finding that research obtained while researcher the learnig speaking through Implementing the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember are as follow :

Table 4.5
Table of Finding

NO	Research Question	Result
1.	How do the teacher implementing the Demonstration Dialogue at seventh grade in SMP islam ANNUR Jember?	The implementation was carried out in the 7th grade at SMP Islam ANNUR. Jember Dialog demonstration is a flexible method for school settings because this learning is conducted by first providing examples and instructions to students, allowing them to see and explore the material to be taught, and giving students an overview of the method that will be used in the classroom.
2.	How are The student activity in process of Learning speaking trough Implementation the demonstration dialogue at seventh grade in SMP islam ANNUR Jember?	The teacher begins the learning activity with a prayer, then asks about the students' condition, and proceeds to the main discussion. The teacher selects a student who is deemed capable to demonstrate to their peers as one of the teaching aids in the lesson. The teacher provides guidance and direction so that the students feel comfortable and safe without any coercion. the teacher focuses on direct practice in the classroom

1. **Teacher Implementation of learning speaking through demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.**

Based on The result of Presentation of Research data through Observation, Interview, documentation, and analysis that had been carried out, as well as based on the focus pf the problem that had been formulated, it was presented as finding in field regarding the teacher Implementation of learning speaking through demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.

In the activity of the teacher implementing speaking lessons that students can master, a teacher must make thorough preparations.

Here is the data we have received from several teachers we have interviewed who wish to conduct lessons in private classes as follows:

a. A teacher must provide some exercises or practice to the learning class.

b. a teacher must also understand and master what will be taught

c. teachers also have to learn to teach students

d. The teacher must also create a classroom atmosphere that is not easily boring and make the class active.

e. the material must also align with formal classroom learning, even though there is some transformation, it shouldn't be too significant

The results above were in keeping with the hypothesis that the first activity was meant to excite students. This first activity was a way to show appreciation by encouraging students to learn. Conditions for a good

learning environment and for growth learning speaking through implementing the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.

2. **Student activity in process of learning speaking through Implementation the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.**

Based on The result of Presentation of Research data through Observation, Interview, documentation, and analysis that had been carried out, as well as based on the focus pf the problem that had been formulated, it was presented as finding in field regarding the student activity in process of learning speaking through demonstration dialogue at seventh grade in SMP Islam ANNUR Jember.

a. Opening

In this case, Mr. Nur Kholis Majid prepares what will be done in the class, such as greeting, taking attendance, and providing motivation first.

"Before class starts, I greet the students first, take attendance, and provide learning motivation to encourage them."[72]

From the results of the observation conducted by the researcher, Mr. Nur Kholis Majid greets and provides motivation in learning before the learning activities are carried out.

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[72] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025

b. Core activity

In this activity, it is a core part of the learning process where the material is delivered by the educator Mr. Nur Kholis Majid S. Pd. He provides instruction using a dialogue demonstration by giving an overview or example of the dialogue that will be practiced by the students. Here is an example of the demonstration along with the dialogue.

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Dian : That was fun! Isn't thr air in the mountain really fresh?
Lisa : Yes, that's right. Do you have a detailed plan yet?
Dian : Not yet, still brainstorming. Do you want to join?
Lisa : wow, that's great! We can plan together later. So when do we start?[73]

DIALOGUE 2
Rani : Hi, David! Want to have lunch together today?
David : Hi Rani! Sure why not? Is there a place you want to try?
Rani : Hmm, Maybe the new Thai restaurant that opened near the office you like thai food, right?
David : oh, definitely! I love it, so I'm curious. What time do we start?
Rani : How about 12 noon? I'ill make a reservation, okay?
David : okay, exactly at 12 o'clock. I'ill wait for you in the office lobby, Rani.
Rani : We can try some spicy dishes from here .
DIALOGUE 3
Siti : Hey, do you have any plans for the upcoming semester break?
Rudi : not yet, actually. Maybe I'ill try swimming at the beach.
Siti : I also like swimming. Which beach will you visit?
Rudi : I plan to go to Kuta beach. They say the wave are good for learner to surf too
Siti : that's so much fun! Maybe we can swim together, and who knows, I might even learn to surf from you.
Rudi : of course, siti! When are your plans?

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[73] Observasi, 30 April 2025

Siti : How about nest week? The semester break is quite long, we can enjoy our time there.
Rudi : okay, Next week, yeah I can't wait to feel the sea water

After the teacher's lesson, the teacher invited the students to demonstrate the dialogue they had practiced to the participants. This was based on observations and interviews with Mr. Nur Kholis Majid, S.Pd, who said:

> "If I have explained the material, I usually invite them to show expressions in the prepared dialogue. My goal is for them to be more active in speaking English to understand how well they grasp the material I provided. Later, after I demonstrate it directly, they will have a visual representation as a teaching aid."[74]

Mr. Nur Kholis Majid, S.Pd uses the dialog demonstration method where the teacher gives direct instructions and illustrations, then provides feedback in the form of students practicing what the teacher has previously demonstrated, as explained in the interview with Mr. Nur Kholis Majid, S.Pd.:

> "So just demonstrating is not enough; students must also participate in demonstrating or applying what we have shown so that I can know how far they understand and are able to speak using English. The function of demonstrating dialogues is to serve as a measure of how well the students understand and to assess my teaching effectiveness."[75]

From the results of interviews, documentation, and observations conducted by the researcher, it was found that learning using the dialog demonstration method is a method where teaching is carried out by providing examples to students as teaching aids and

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[74] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025
[75] Nur Kholis Majid, Wawancara, Rambipuji 30 April 2025

giving feedback in the form of students imitating speaking in English with the provided dialogues so that students are able to understand and speak in English.

c. Closing activity

In this closing activity, an educator usually evaluates what has been done in the classroom learning. The last activity written when closing the lesson is praying and giving greetings. In the interview results, Mr. Nur Kholis Majid S. Pd also explained that the closing activities of the lesson are important, as can be seen from the interview quote stating

> Yes, it's necessary to provide a closing activity because by giving a conclusion at the end of the lesson, students will understand the core of the material being studied, making it easier for them to grasp the content."[76]

The activity of closing a lesson is an important educational activity to carry out, because by providing a summary of the material taught by the teacher, students become aware of the material they have learned. In this activity, the teacher provides feedback on the learning outcomes that have been achieved. The closing activity is conducted to assess students' mastery of the material and the effectiveness of the methods used in the class.

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[76] Nur Kholis Majdi, Wawancara, Rambipji 30 April 2025

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and analysis conducted by the researcher, conclusions can be drawn regarding Learning speaking through Implementing the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember. :

1. The demonstration dialogue method that be applied by the teacher has proven to be effective as an alternative speaking learning strategy. It not only strengthens theoretical knowledge but also helps students in practical situations and builds their confidence to speak in public

2. The implementation of the demonstration dialogue method by the seventh-grade English teacher at SMP Islam Annur Jember was carried out effectively. The teacher demonstrated the dialogue directly, provided explanations, and guided students throughout the learning process. This method is interactive and allows students to actively participate in speaking activities.

B. Suggestion

Based on the issues and discussions regarding Learning speaking through Implementing the demonstration dialogue at seventh grade in SMP Islam ANNUR Jember. seeing the effectiveness of the demonstration dialogue method in learning speaking through several suggestions, including :

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1. For Teacher

   The results of this study are expected to serve as a reference for future learning to address the shortcomings in the teaching methods, especially at SMP Islam ANNUR. Therefore, innovative teaching methods are necessary to achieve effectiveness and efficiency in learning.

2. For reader

   This research is expected to provide insights for knowledge developers, insights, experiences, and enrich studies in the academic world by examining the portrait of speaking learning through dialogue demonstration.

3. For Future Researcher

   experience with speaking through dialogue demonstrations as one of the solutions to students' speaking problems in English, and as a means to enhance knowledge, recognition, and experience with facts and information occurring in the educational environment. The purpose of this research is to provide explanations or answers to a problem and offer alternative solutions to the problem.

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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below, I am:

Name   : Rofiqul Imdad

NIM   : T20186151

Major   : Tadris Bahasa Inggris

Faculty   : Tarbiyah dan Ilmu Keguruan

University   : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

I hereby declare that the research results presented in this paper titled "Learning Speaking Through Implementing The Demonstration Dialogue At Seventh Grade In SMP Islam ANNUR" are my own work and do not contain any elements of plagiarism from scientific works or research works that have been created and cited in the references and bibliography.

If in the future it turns out that the results of this research contain elements of plagiarism and there are claims from other parties, I am willing to be processed according to the applicable laws and regulations.

Thus, I made this statement sincerely and without any coercion from anyone.

Jember, 20 May 2025

Rofiqul Imdad
NIM. T20186151

Appendix 2

Research Matrix

Title Of Research	Variable	Indicator variable	Data source	Method research	Focus research

Learning Speaking Trough Implementing The Demonstration Dialogue At Seventh Grade In SMP Islam ANNUR Jember.	1. Learning speaking at SMP Islam ANNUR
	
	2. Demonstrating dialogue at SMP Islam ANNUR
		1. The implement learning speaking at SMP Islam ANNUR
		
		2. Process learning speaking Trough Demonstrating dialogue at SMP Islam ANNUR
			1. Research subject: Annur Student
			2. Research informan: Annur Teacher
			3. literature
				1. Qualiative Reearch Approach
				2. Tye Of Qualitative
				3. Data Source
				  • Primer
				  • Skunder
				4. Technique
				  • Observation
				  • Interview
				  • Documentation
				5. Data Validity Test
				  • Triangulasi technique
				  • Source of Triangulation
					1. How do The Teacher Implement The Demonstration Dialogue At Seventh Grade In SMP Islam ANNUR
					2. How are The Student activity in Process Of Learning Speaking Trough Implementing The Demonstration Dialogue At Seventh Grade In SMP Islam ANNUR

Appendix 3

RESEARCH INTERVIEW

A. **Interview Guide**

Teacher Interview

1. Apa yang dilakukan sebelum melakukan pembelajaran?
2. Apa saja yang harus disiapkan dalam pembuatan rencana proses pembelajaran?
3. Apa hambatan dalam pembuatan perencanaan pembelajaran?
4. Apa tahapan pembelajaran dengan metode demonstrasi dialog?
5. Apa yang diberikan dalam pembelajaran ini?
6. Apa saja pelaksanaan dalam pembelajaran dengan metode demonstrasi dialog?
7. Apa saja evaluasi yang diberikan ?
8. Apakah kegiatan penutup pembelajaran dengan metode demonstrasi dialog itu penting?
9. Bagaimana penerapan pembelajaran dengan metode demonstrasi dialog?
10. Bagaimana evaluasi dalam pembelajaran dengan metode demontrasi dialog?

Student Interview

1. Apa yang kamu dapat dalam pembelajaran dengan metode demonstrasi dialog?
2. Apa kesan pertama saat kamu menjalani proses pembelajaran dengan metode demonstrasi dialog?
3. Apakah kamu suka pembelajaran dengan metode demonstrasi dialog?
4. Bagaimana menurut kamu pembelajaran dengan metode demonstrasi dialog?

Appendix 4

OBSERVATION GUIDELINES

Observation is conducted to directly see the subjects to be studied, the observation that the researcher conducts to understand :

1. The learning situation taking place at ANNUR Islamic Junior High School

2. Seeing and observing the process of learning happening directly

3. Observing students' speaking during the teaching and learning process

4. Seeing the effectiveness of learning in a dialogue demonstration

Appendix 5

DOCUMENTATION GUIDELINES

Documentation is carried out to review and analyze the documents from the research to be conducted, the documentation that the researcher will take is as follows:

1. School Profile Document

   a. Vision andmission SMP Islam ANNUR

   b. Histoty of SMP Islam ANNUR

   c. Teacher Data, staff and employe of SMP Islam ANNUR

   d. Student SMP Islam ANNUR

   e. Instructure and Infrastructure SMP Islam ANNUR

2. Lesson Plan

   a. Lesson Plan of English SMP Islam ANNUR

3. Other Dcument

   a. Schedule of Learning

   b. Academic Calendar

4. Pictures

   a. Photo of Interview in School

Appendix 6

LESSON PLAN
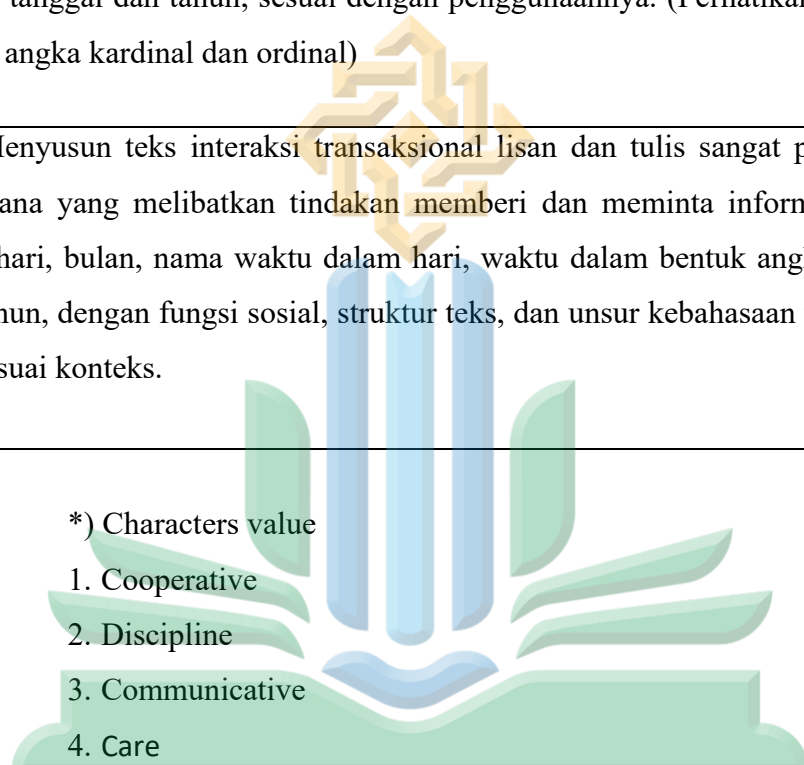
Mata pelajaran : Bahasa Inggris

Kelas : VII / ganjil

Alokasi waktu : 45 menit / minggu

Judul bab : Dialog

Materi pokok : Memahami nama hari, bulan, tanggal dan waktu dalam bahasa inggris

Penyusun : Nur kholis majid S.Pd

A. Kompetensi Inti (KI)

1. Menerima menjalankan, menghargai, dan menghayati ajaran agama yang dianutnya.

2. Menghayati, dan mengamalkan, perilaku jujur, disiplin, tanggung jawab, santun, peduli (gotong royong, kerjasama, toleran, damai), responsif, pro-aktif, dan percaya diri serta dapat menunjukkan sikap sikap tersebut sebagai bagian dari solusi atas berbagai macam permasalahan dalam berinteraksi secara efektif di tengah lingkungan sosial (keluarga, teman, guru, & orang sekitar), lingkungan alam serta dalam menempatkan dan memposisikan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan fakual, konseptual, prosedural, berdasarkan rasa ingin tahu akan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraaan, dan peradaban terkait penyebab fenomena, kejadian, dan peristiwa serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan hingga menyelesaikan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret serta ranah abstrak terkait dengan pengembangan dari materi pembelajaran yang telah dipelajari di sekolah secara mandiri, dan juga mampu mengaplikasikan metode berdasarkan kaidah keilmuan yang sesuai.

B. Kompetensi Dasar (KD)

Kompetensi Dasar
3.3. Memahami fungsi sosial, struktur teks,dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, sesuai dengan penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)
4.3. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

*) Characters value

1. Cooperative
2. Discipline
3. Communicative
4. Care

C. Indikator

- Mengidentifikasi nama hari, bulan, tanggal dan waktu dalam bahasa inggris
- Mengidentifikasi ungkapan bertanya dan menjawab nama hari, bulan, tanggal dan waktu dalam bahasa inggris

D. Tujuan Pembelajaran

Setelah melalui serangkaian pembelajaran, siswa diharap mampu:

- Siswa mampu mengedintifikasi tentang hari, tanggal, bulan dan waktu
- Siswa mampu bertanya tentang nama hari, bulan, tanggal dan waktu dalam bahasa inggris

E. Metode Pembelajaran

5 M (Mengamati, Menanyakan, Mengumpulkan Informasi,

Mengasosiasi, dan Mengomunikasikan)

F. Media dan Sumber Belajar

1. Media

- Papan tulis
- Kapur/spidol

2. Sumber Belajar

- Buku pelajaran LKS Kurikulum 13
- Buku paket Student english Yudhistira Kurikulum 13

G. Langkah-langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	• Pembuka - Salam pembuka, tegur sapa & presensi kehadiran siswa - Doa pembuka • Pemanasan - Mengulas sedikit terkait materi sebelumnya - Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari - Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan.	10 menit

Kegiatan Inti	Selama kegiatan pembelajaran di kelas, siswa aktif berpartisipasi, berdiskusi terkait materi, dan memanfaatkan bimbingan serta arahan yang telah diberikan oleh guru:
	 • Mengamati
	    - Guru memberikan contoh penyebutan jam / waktu dalam bahasa inggris
	    - Mengamati dan menyebutkan contoh- contoh nama hari, bulan, tanggal dan waktu dalam bahasa inggris
	    - Mencermati ungkapan, dan ekspresi. yang sering digunakan untuk berbicara dengan seseorang.
	 • Menanyakan
	    - Guru menanyakan terkait materi pembelajaran
	    - Siswa bertanya terkait materi pembelajaran
	 • Mengumpulkan Informasi
	    Dari proses pembelajaran (mengamati dan menanyakan) siswa dapat mengumpulkan poin-poin penting yang ada di dalamnya.
	 • Mengasosiasi
	    - Disajikan beberapa contoh jam atau waktu untuk ditanyakan terhadap murid
	    - Siswa dapat membuat pertanyaan tentang *nama hari, bulan, tanggal dan waktu dalam bahasa inggris.*
	 • Mengkomunikasikan
	    - Siswa membacakan hasil kalimat yang telah dibuat dan membacakan didepan kelas.
		25 menit

Kegiatan Penutup	• Refleksi	
	- Setelah 5 proses pembelajaran dilaksanakan, guru memberi umpan balik terkait hasil pekerjaan siswa secara keseluruhan - Siswa menyimpulkan dan mencatat umpan balik yang diberikan guru. - Menyebutkan tugas rumah yakni membuat kalimat terkait *nama hari, bulan, tanggal dan waktu dalam bahasa inggris* - Memberi ulasan singkat terkait materi yang akan dipelajari dipertemuan yang akan datang • Penutup dan Salam	10 menit

H. Penilaian Hasil Pembelajaran

- **Penilaian pengetahuan** berupa test tulis pilihan ganda & test uraian, test lisan, / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian keterampilan** berupa unjuk kerja, penilaian proyek dan penilaian fortofolio.

20 April 2025

Mengetahui

Kepala Sekolah SMP Islam Annur   Guru mata Pelajaran

Imam Ghozali S.Pd   Nur Kholis Majid S.Pd

Appendix 7

RESEARCH PHOTO DOCUMENTATION

(Picture of Classroom SMP Islam ANNUR JEMBER)

(Interview with the Teacher of SMP Islam ANNUR)

Appendix 8

RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-12431/In.20/3.a/PP.009/05/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP ISLAM ANNUR
Rambigundam Rambipuji Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186151
Nama   : ROFIQUL IMDAD
Semester   : Semester empat belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Learning Speaking through Implementing the Demonstrate dialogue seventh grade at SMP Islam ANNUR " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Imam Gozali

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Mei 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 9

RESEARCH JOURNAL

KEGIATAN PENELITIAN

DI SEKOLAH MENENGGAH PERTAMA ISLAM ANNUR

JEMBER

No	Tanggal	Uraian Kegiatan	TTD
1.	22 April 2025	Penyerahan surat penelitian kepada kepala sekolah SMP Islam ANNUR Jember (Imam Ghozali S.Pd)	
2.	23 April 2025	Observasi dan Penelitian Lapangan	
3.	30 April 2025	Wawancara dengan guru kelas VII sekolah SMP Islam ANNUR (Nur Kholis Majid S.Pd)	
4.	1 mei 2025	Wawancara dengan murid kelas VII sekolah SMP Islam ANNUR (Putra Abdillah), (Alan Kurniawan), (Nabil Hidayatullah).	1. 2. 3.
5.	3 Mei 2025	Observasi secara langsung dengan mengamati proses kegiatan belajkar mengajar (KBM) secara langsung	
6.	5 Mei 2025	Mengfalidasi serta Melengkapi data	
7.	20 Mei 2025	Pemohonan surat keterangan selesai penelitian	

Jember, 20 Mei 2025

Mengetahui

Kepala SMP ANNUR

Imam Ghozali, S.Pd

Appendix 10

RESEARCH COMPLETE LETTER

YAYASAN AN-NUR HAJI ALWI

SMP ISLAM AN-NUR

Jl. Argopuro No. 47 Telp 0331-712936 Rambigundam Rambipuji Jember

E-mail : smpi_annur09@yahoo.com

SURAT KETERANGAN

Nomor :575./SMPI ANNUR/V/2025

Yang bertanda tangan di bawah ini :

Nama	: Imam Ghozali, S.Pd
Jabatan	: Kepala SMP Islam An-Nur
Alamat	: Rambipuji, Jember
Menerangkan Bahwa	:
Nama	: Rofiqul Imdad
Tempat/Tanggal Lahir	: Jember, 07 November 1998
NIM	: T20186151
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
	Univrsitas Islam Negeri (UIN) Kiai Haji Acmad Siddiq Jember

Yang bersangkutan telah mengadakan penelitian di SMP Islam ANNUR terhitung 22 April 2025 Sampai dengan 20 Mei 2025guna menuilis skripsi dengan judul " LEARNING SPEAKING TROUGH DEMOSTRATING DIALOGUE AT SMP ISLAM ANNUR JEMBER"

Demikian surat ini dibuatagar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 20 Mei 2025

Kepala SMP Islam An-Nur

Imam Ghozali, S.Pd

Appendix 11

CURRICULUM VITAE

Name	: Rofiqul Imdad
NIM	: T20186151
Place, Date of Birth	: Jember, 7 November 1998
Gender	: Male
Addres	: Rambigundam, Rambipuji, Jember
Phone Number	: 087794130931
Email	: rofieimdad@gmail.com

Education Background :
a. TK AL-HIDAYAH
b. SDN Rambigudam 01
c. SMPI ANNUR
d. MA ANNUR
e. Universitas Kiai Haji Acmad Siddiq Jember

Non Formal Education :
a. PP ANNUR H.A

Organitation Experience :
a. Kader Nu
b. Ketua Ansor
c. Banser
d. Volunteer of Palestina